

# Gordon East Public School

## Annual Report



2018



3985

## Introduction

The Annual Report for **2018** is provided to the community of Gordon East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ruth White

Principal

### School contact details

Gordon East Public School

Rosedale Rd

Gordon, 2072

[www.gordoneast-p.schools.nsw.edu.au](http://www.gordoneast-p.schools.nsw.edu.au)

[gordoneast-p.school@det.nsw.edu.au](mailto:gordoneast-p.school@det.nsw.edu.au)

9498 2428

## School background

### School vision statement

Gordon East Public School – a welcoming and collaborative school community that supports student success. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

### School context

Gordon East Public School is a high performing school situated on spacious, picturesque grounds in Gordon. An outstanding feature of our school is the sense of shared purpose by the school community and the supportive relationships that underpin this. We value high expectations for student learning, enabling all students to strive for and experience success. Highly professional and dedicated teachers implement quality learning programs across all key learning areas. Gordon East provides innovative and well-resourced programs that engage, motivate and inspire students to achieve excellence. As well as undertaking a rigorous academic program students also participate in a variety of extra curricula opportunities including robotics, chess club, representative sport, string ensembles, bands, choirs and dance groups.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Gordon East PS teachers reflected each term on the success of our school plan. Time was allocated during staff meetings and Staff Development Days. This reflection process generated discussion and helped to support the whole school commitment to the school plan, creating and clarifying our collective understanding of the School Excellence Framework.

Following the self-assessment process, we identified that we are sustaining and growing across all areas of the School Excellence Framework.

In the domain of 'Learning', we foster a school wide collective responsibility for student learning success. Respectful relationships across the school underpin a productive learning environment, supporting students' development of a strong identity as learners. Individual learning is supported by the effective use of school and community resources to provide clear decision making to support student learning. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. Teachers differentiate curriculum, delivery to meet the needs of students at different levels of achievement. The school analyses internal and external data to monitor and report on student and school performance.

In the domain of 'Teaching', classrooms are well-managed and positive environments where students are engaged in their learning. Teachers collaborate across teams and stages to share curriculum knowledge, data, feedback and other information about student progress and achievement. A school-wide approach to effective and positive classroom management is evident. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

In the domain of 'Leading', the school supports a culture of high expectations and community engagement. All teachers ensure full curriculum implementation requirements are met. A range of opportunities for aspiring leaders are available to enhance their leadership potential impacting positively on the school. Student leadership is a strong focus in the school with roles on the school representative council, library, sporting teams, various roles for our stage 3 students. The school has a broad understanding of, and support for high expectations and aspirations for improving student learning and leadership.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Student Success— engaged students challenged to continue to learn

### Purpose

Students know that they are well-supported, resilient, creative, critical thinking individuals with the personal resources for future success and wellbeing. The school has identified the expected or higher growth for each student and students are achieving higher than expected growth on internal school progress and achievement data.

### Overall summary of progress

Students were introduced to the growth mindset philosophy to equip them with the skills and strategies to be resilient and challenged learners. To support this initiative, all staff participated in growth mindset professional learning and parents were invited to participate in information evenings. By doing so we collaboratively begun to develop a whole school growth mindset culture. In conjunction with this, students were introduced to tools for personal goal setting and self reflection. Students were also introduced to visible learning intentions success criteria to provide students with a clear understanding of what is required in their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are achieving grade level benchmarks for Literacy and Numeracy	\$92, 000	<p>Our progress towards this target resulted in following success:</p> <ul style="list-style-type: none"><li>• 84% of students in Kindergarten</li><li>• 67% of students in Year 1</li><li>• 69% of students in year 2</li></ul> <p>were at or above in reading.</p> <p>In Mathematics the following percentages were achieved in the area of EAS levels:</p> <p>K – 96% at or above</p> <p>1 – 75% at or above</p> <p>2 – 86% at or above</p> <p>In year 3, 100% of students scored in band 2 or above in NAPLAN Literacy and Numeracy tests.</p> <p>In year 5, 100% of students scored in band 4 or above in NAPLAN Literacy and Numeracy tests.</p>
Student data is effectively tracked and monitored using PLAN, ICAS, NAPLAN, SMART data and other internal data tools		All student progress is tracked using PLAN, NAPLAN and other internal data collection methods. This data is analysed and used to assist in future planning.
Growth for students in literacy and numeracy is above DoE average in NAPLAN assessment data		<p>Compared with state, students recorded the following results in regards to average growth in NAPLAN.</p> <ul style="list-style-type: none"><li>• 3% above state in Grammar and Punctuation</li><li>• 8% above state in Numeracy</li><li>• 7% above state in Reading</li><li>• 4% less than state in spelling</li><li>• 3% above state in Writing</li></ul>
Premier's priorities— 8% increase in students performing in the top two bands	\$15,000	<p>In 2018 the following percentages of children scored in the top two skill bands</p> <p>Year 3</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Premier's priorities– 8% increase in students performing in the top two bands		<ul style="list-style-type: none"><li>• Reading 9%</li><li>• Numeracy – 2%</li></ul> Year 5 <ul style="list-style-type: none"><li>• Reading – 6%</li><li>• Numeracy 10%</li></ul>

## Next Steps

Next steps will build on the work undertaken developing growth mindset understanding and ensure that strategies are embedded across the school. Developing engaged, motivated learners who are persistent and resilient learners will be a continued focus. In conjunction with this visible learning will be revisited to support students in building a deep understanding of the curriculum being delivered. This will also include a focus on implementation of curriculum, using evidence-based quality teaching practices that include the settling of success criteria and provides growth orientated feedback. Assessment will also be a focus in 2019 and 2020 with assessment strategies that inform teaching and promote learning.



## Strategic Direction 2

Every teacher promoting student success

### Purpose

Teachers model effective learning and use evidence– based teaching strategies. Evidence including student data and teacher observations is used consistently to drive teaching effectiveness and inform future school directions. We identify our own learning needs and there are systems for collaboration and feedback to sustain quality teaching practices.

### Overall summary of progress

During 2018, Staff trained in SENA 1, 2, 3 & 4. This training provided a deeper understanding of the SENA as a tool to inform teaching and learning. It also enabled an increased consistency in information being collected and analysis of comparable data was more efficient. All Executive staff and some staff were trained in peer coaching. This provided staff with the tools to support colleagues in achieving performance and development plan goals. All staff received training in developing growth mindset teaching strategies, building their capacity in this area.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are tracking student progress on the Literacy and Numeracy continuums (progressions)		All teachers tracked student progress on both the literacy and numeracy continuums as well as collecting benchmark levels and other data throughout the year. This information was collectively analysed and used to set new goals and inform programming.
All teachers create and maintain their Professional Development Plan (PDP) and participate in the relevant professional learning opportunities	\$20,000	All teachers formulated goals as part of the performance and development planning process and work with mentors and the executive team in achieving those goals. Staff participated in quality teaching rounds and a middle years project as part of the Killara Schools Partnership.
100% of teachers participate in Growth mindset professional learning	\$16,500	All staff participated in ongoing Growth Mindset Training throughout the year with an academic partner.

### Next Steps

Throughout 2019 and 2020 processes will be developed that are focused on two areas in order to create a stimulating and engaging learning environment that is underpinned by high quality teaching practices.

1. Enhance teacher capacity to develop students` future–focused learning through professional learning, observations, collaboration and feedback.
2. Implement whole school consistent approach to assessment to inform teaching and learning.

### Strategic Direction 3

Collaborative Partnerships– working together to enhance student learning

#### Purpose

Gordon East Public School is committed to building a shared responsibility for student learning and success, through collaborative consultation. We will build a culture of collaboration within our community driven by communication and effective organisational practices by working together to enhance student learning.

#### Overall summary of progress

In 2019 partnerships will both the Killara Schools Partnership and the City Country Alliance continued to be strengthened. Students and staff benefited from both professional learning and wonderful opportunities to gain a deeper understanding across both local on extended communities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School management practices and processes are responsive to school community feedback		The school stream app was introduced to improve communication with parents.
Gordon East Public School has a whole school approach to improving service delivery and satisfaction for the whole school community		Annual feedback was collected at the Kindergarten end of year feedback BBQ. This information obtained was used to inform planning for 2019.
Increase opportunities for students to develop leadership skills with initiatives to solve authentic problems.	\$25,000	Both students and parents were provided with opportunities to build capacity in problem solving with: <ul style="list-style-type: none"><li>• World of Maths incursion organised for students to experience different real world problem solving scenarios.</li><li>• Parent workshops were also organised with a focus on problem solving strategies using NEWMANs prompts.</li></ul> Student leaders were provided with leadership development opportunities with attendance at CCA camps and the Ryde PPC Student Leadership camp. Year 5 students were engaged in a leadership development program to provide them with skills required for student leadership throughout the school.

#### Next Steps

Throughout 2019 – 2020, our focus will be to continue to build the strong relationships we currently have. Locally, our focus will be engaging parent and community members in a range of school-related activities to build cohesiveness. In the wider community, we will develop and strengthen partnerships to enhance teacher practice and student learning. As part of this, we will developing connections with academic partners to support and grow community learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$70,404	An additional English Language Teacher was employed this increased the support from a 0.4 allocation to a 0.6 – 3 days per week. The teachers worked to support staff in developing resources to support student with program adjustments. This additional support assisted students to acquire language to access the curriculum. Additionally, resources were purchased to support learning in classrooms.
<b>Low level adjustment for disability</b>	\$16,560	The school has a 0.4 teacher allocation for Learning and Support Teacher. This teacher works with class teachers to develop personalised learning programs supporting identified students. School Learning and Support officers were engaged to work with a range of students based on identified need as identified. In addition to this, the Mini-Lit program was implemented for identified students in years 1&2
<b>Quality Teaching, Successful Students (QTSS)</b>	\$58,928	The school employed an additional teacher to support, mentor early career teachers as well as experienced teachers. Collaboratively planning, programming, demonstration lessons and lesson study as required..
<b>Socio-economic background</b>	\$1,149	A small number of students were supported providing equity of access to school initiatives that supported the curriculum implementation. These included excursions and incursion.
<b>Support for beginning teachers</b>	\$13,786	Beginning teachers were supported with additional time off class to collaboratively plan and observe lessons. Teachers were also provided with a mentor and induction designed to develop capacity as early career teachers.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	161	166	172	175
Girls	178	181	163	151

Gordon East PS maintained a similar enrolment profile to 2017 with numbers resulting in maintaining 13 classes for 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97	96.7	96.7	96.9
1	94.6	95.8	96.4	95.7
2	95.4	96.1	96.3	95
3	96.5	94.9	95.4	95.9
4	95.9	96	97	95.3
5	96.8	96.1	95	96
6	97.1	95.7	95.8	96.4
All Years	96.2	95.9	96.1	95.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is regularly monitored and the management of non-attendance is undertaken in collaboration with the Home School Liaison Officer. Gordon East Public School's attendance data is high. Staff follow the attendance policy guidelines in relation to students who are absent.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.61
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

No teachers at Gordon East PS identify as be aboriginal.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

Gordon East continues to provide a supportive professional learning program to assist all early career teachers and experienced teacher to meet the Australian Professional Standards for Teachers. Teachers regularly collected, collated and annotated teaching evidence aligned to the Teaching Standards in preparation for the submission of accreditation documentation to NESA. Professional Learning is a major component of staff development at Gordon East PS. Every teacher in the school accessed professional learning during the year.

Strong links with Killara Schools Partnership enabled ongoing collaborative professional learning. Teachers participated in Quality Teaching Rounds and one teacher participates in a middle year's project.

Teachers collaborated and consulted regarding their own Performance Development Plan, with grade/stage teams participating in goal setting, lesson observation and providing feedback. Our school plan and strategic directions were evaluated each term and milestones adjusted accordingly.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	73,241
<b>Revenue</b>	2,989,858
Appropriation	2,592,338
Sale of Goods and Services	10,533
Grants and Contributions	369,262
Gain and Loss	0
Other Revenue	15,775
Investment Income	1,950
<b>Expenses</b>	-2,744,205
Recurrent Expenses	-2,744,205
Employee Related	-2,363,016
Operating Expenses	-381,189
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	245,653
<b>Balance Carried Forward</b>	318,894

Gordon East PS financial management processes and governance structures meet the financial policy requirements. Professional learning for teachers was magnificent throughout 2018, including the engagement of external expertise in developing a Growth Mindset culture across the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,282,710
Base Per Capita	64,779
Base Location	0
Other Base	2,217,932
<b>Equity Total</b>	130,058
Equity Aboriginal	0
Equity Socio economic	1,449
Equity Language	70,404
Equity Disability	58,205
<b>Targeted Total</b>	45,417
<b>Other Total</b>	61,199
<b>Grand Total</b>	2,519,384

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

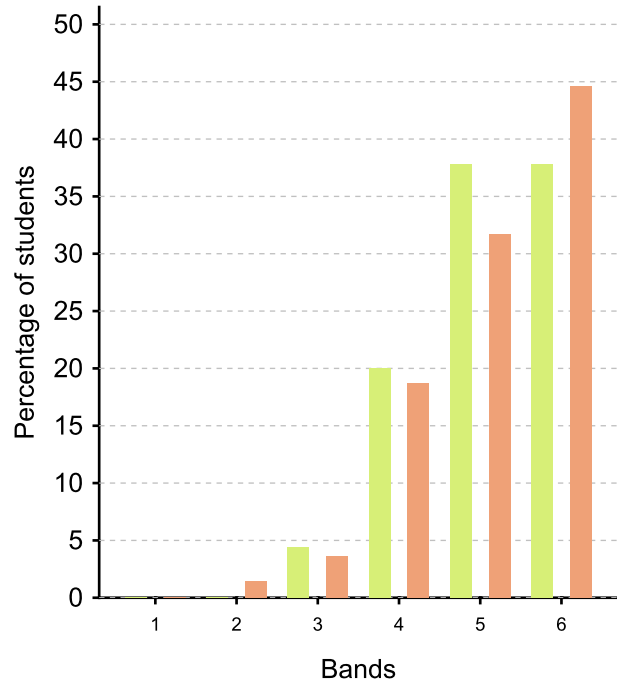
In Grammar and Punctuation, 59.7% of students achieved at or above expected growth compared with a state percentage of 56.5%.

In Reading, 70.3% of students achieved at or above expected growth compared with a state percentage of 63.2%.

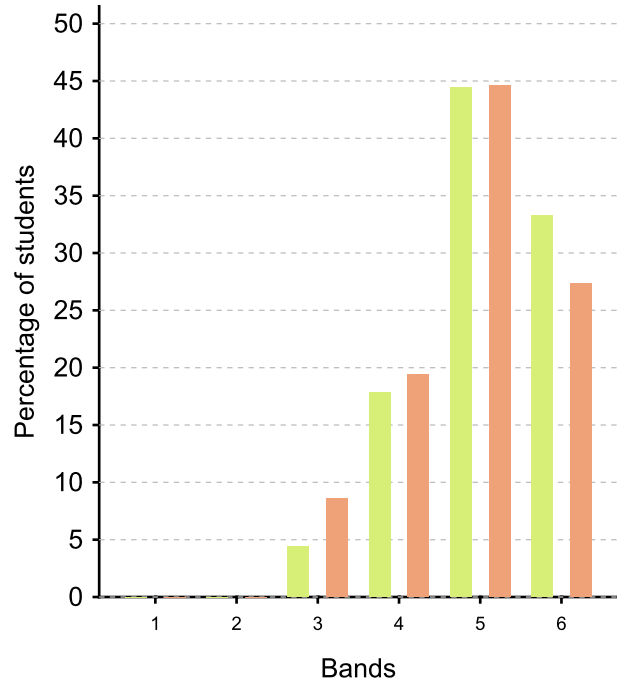
In Spelling, 56.8% of students achieved at or above expected growth compared with a state percentage of 63.2%.

In Writing, 56.8% of students achieved at or above expected growth compared with a state percentage of 59.6%.

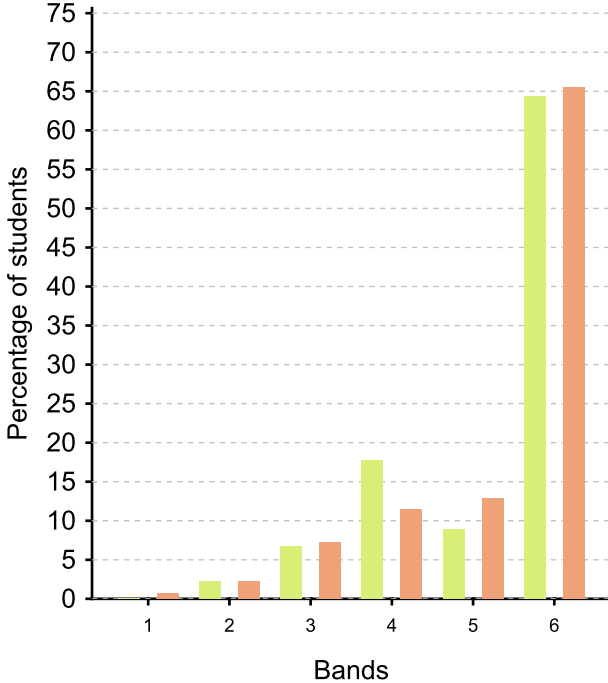
Percentage in bands:  
Year 3 Spelling



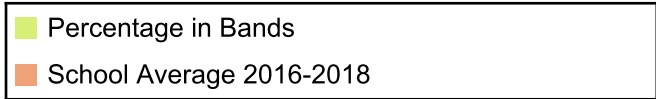
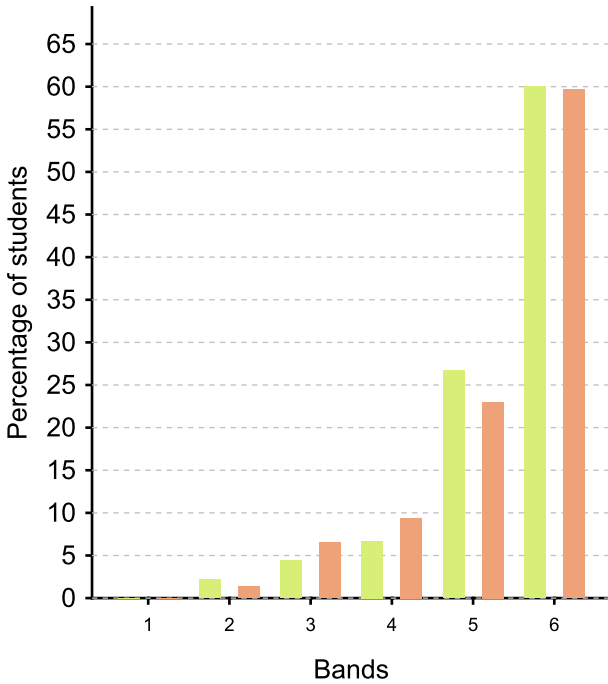
Percentage in bands:  
Year 3 Writing



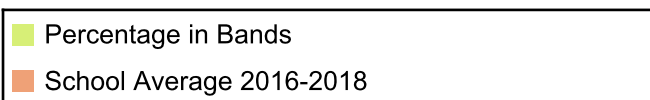
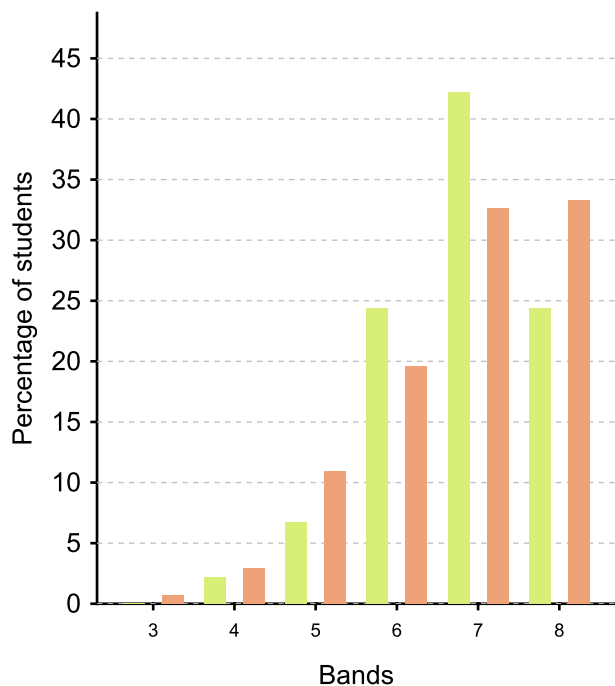
Percentage in bands:  
Year 3 Grammar & Punctuation



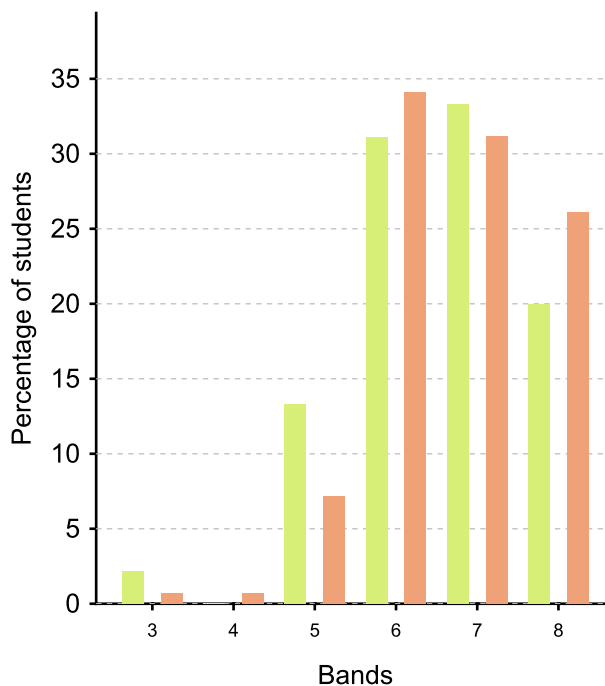
Percentage in bands:  
Year 3 Reading



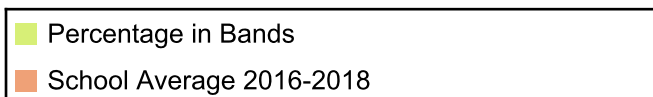
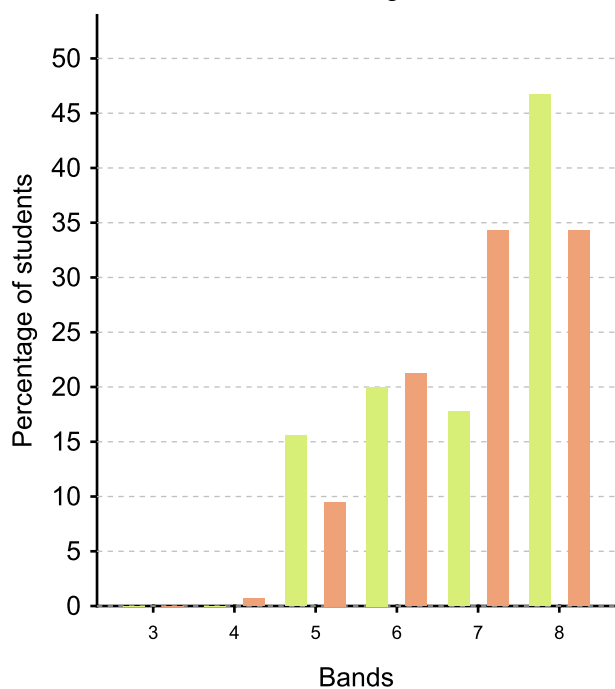
**Percentage in bands:**  
Year 5 Grammar & Punctuation



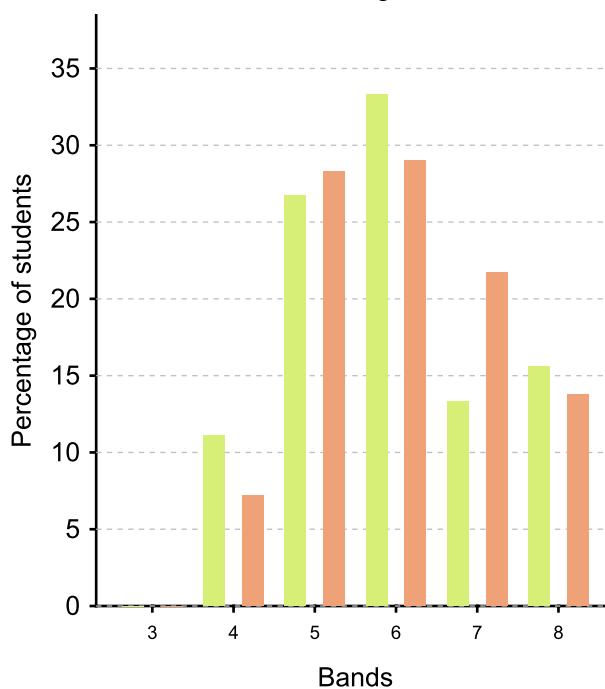
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



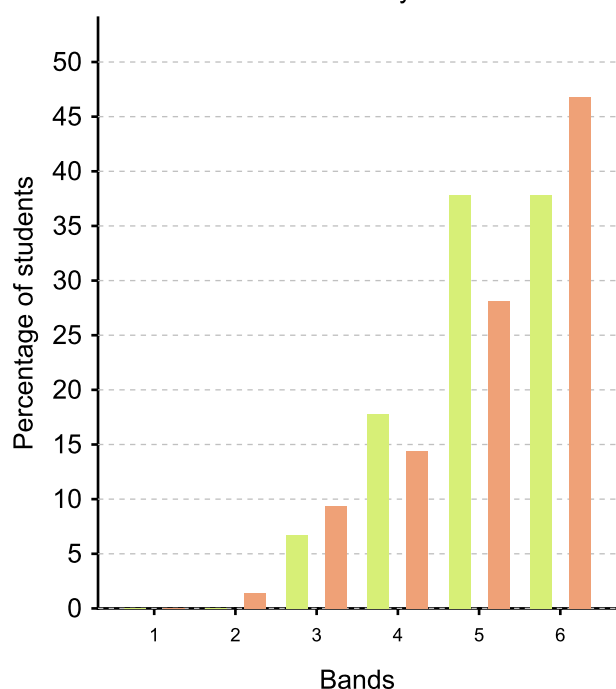
**Percentage in bands:**  
Year 5 Writing



In Numeracy, 67.6% of students achieved at or above expected growth compared with a state percentage of 59.8%.



**Percentage in bands:**  
Year 3 Numeracy



- Grammar & Punctuation: 71% of students scored in the top two bands.
- Reading: An increase of 7% was seen in the amount of students scoring in the top two bands between 2017 and 2018.
- Spelling: An increase of 6% was seen in the amount of students scoring in the top two bands between 2017 and 2018.
- Writing: An increase of 16% was seen in the amount of students scoring in the top two bands between 2017 and 2018.
- Numeracy: 73% scored in the top two bands.

In year 5 2018, students saw the following results in NAPLAN.

- Grammar & Punctuation: An increase of 12% was seen in the amount of students scoring in the top two bands between 2017 and 2018.
- Reading: 64% of students scored in the top two bands.
- Spelling: 53% of students scored in the top two bands.
- Writing: 29% of students scored in the top two bands.
- Numeracy: An increase of 20% was seen in the amount of students scoring in the top two bands between 2017 and 2018.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of the parents, students and teachers based on the Excellence Framework. This data was gathered through online surveys, focus groups questions, staff meetings, parent teacher meetings and the P&C.

100% of parents agreed or strongly agreed that the school creates opportunities for parents and families to be involved in school activities.

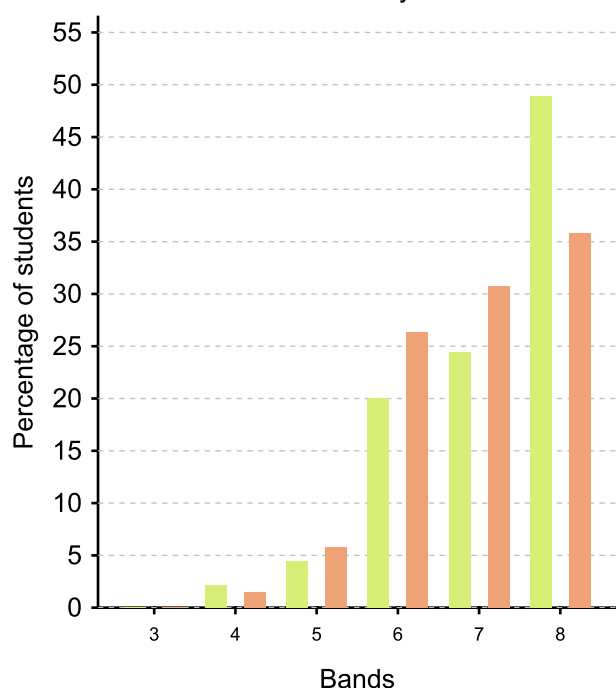
92% of parents believe that the school values parents and families as important partners.

96% of parents believe their child's learning needs are being met at school.

92% of parents believe that teachers provide useful feedback about their child/children's learning.

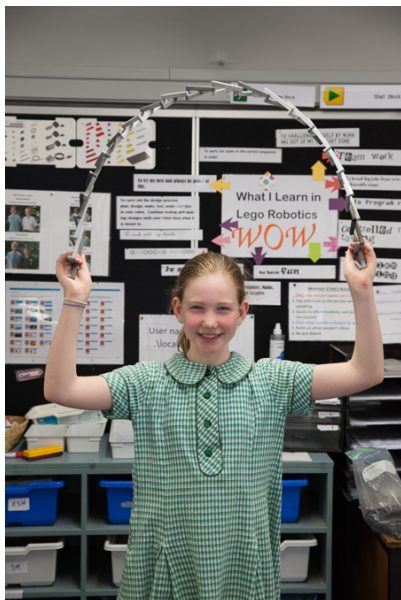
100% of parents feel that Gordon East PS is a welcoming and friendly place.

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In year 3 2018, students saw the following results in NAPLAN.



## Policy requirements

### Aboriginal education

Gordon East Public School acknowledges and pays respect to the traditional custodians of the land, of Elders past and present, and all Aboriginal people in the community. At Gordon East PS during 2018, students and teachers participated in a cultural immersion day. Students learnt that culture is transmitted by the shared understandings and practices. Our student leaders attended the Mini Mungo Camp where they were immersed in culture and developed an understanding of Indigenous culture and it's importance for each and everyone living in Australia. As part of NAIDOC week celebration we participated in activities presented by the Koormarri group.

### Multicultural and anti-racism education

Gordon East PS values the cultural diversity of our school and supports educational outcomes for all students to reach their learning potential. Students who are learning English as a second language of dialect(EAL/D) are provided with appropriate support to develop their English language skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. Students are supported through team teaching and small group instruction. Our teachers integrate multicultural education through quality texts and literature units, history and geography studies. Students participate in activities to raise awareness of the cultural diversity within Australia such as Harmony Day. Students also study global connections and celebrations, in addition to looking at world religions and people's beliefs. Gordon East PS has a trained Anti-Racism Contact officer (ARCO). The school commits to the elimination of all forms of racial discrimination. Our school incorporates anti-racism education within existing curriculum programs. If a situation should arise the ARCO is trained in complaint handling procedure.